

Intent

PE Intent St Mary's

At St Mary's we believe that Physical Education, experienced in a safe and supportive environment, makes a unique and vital contribution to the development of a pupil's physical and emotional health and well-being. It educates pupils in the understanding of the body and how to use it with efficiency and control, and the importance of a healthy lifestyle.

OUR AIMS:

1. To develop physical and cognitive skills when planning, performing and evaluating movement in a range of contexts.
2. To promote physical activity and a healthy lifestyle.
3. To develop positive attitudes towards being active.
4. To develop creativity and ensure safe practice.
5. To enable children to set targets for themselves and compete against others, individually and as team members.
6. To develop understanding of what it takes to persevere, to experience success and to acknowledge others' success.
7. To engage in a minimum of 4 hours of physical education each week.
8. To develop the ability to take the initiative, lead activity and focus on improving aspects of their own performances.
9. To discover their own aptitudes and preferences for different activities.
10. To enable children to make informed decisions about the importance of exercise in their lives.



Topic and Skills Overview

EYFS:	Subject Rationale:	Skills:
	<p>P.E. in the Early Years falls under two areas for learning.</p> <p>The first is Physical Development: <i>Gross Motor Skills</i></p> <p>The second is Personal, Social and Emotional development: <i>Managing Self</i></p>	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Year One:	Subject Rationale:	Skills:
<p>Autumn: <u>Gymnastics</u></p>	<p>Mastering basic movements and developing agility, balance and coordination (ABCs) To extend performance in movement patterns and sequences.</p>	<p>Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches. To recognise like actions and link.</p>
<p><u>Dance</u></p>	<p>Extend coordination, flexibility and balance. Perform short, simple movement patterns. Watch others and say what they liked about a performance.</p>	<p>Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body parts.</p>
<p>Spring: <u>Attack,</u> <u>Defend &</u> <u>Shoot</u></p>	<p>Develop fundamental movement skills in a variety of games Engage in competitive situations with some attacking and defending skills</p>	<p>To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination.</p>
<p><u>Hit, Catch &</u> <u>Run</u></p>	<p>Extend agility and coordination through throwing, catching and retrieving. Participate in simple hit, catch and run games. Score points through sending balls and running</p>	<p>Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</p>
<p>Summer: <u>Send &</u> <u>Return</u></p>	<p>Extend co-ordination for hitting. Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas.</p>	<p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p>

<u>Run, Jump & Throw</u>	Engage in competitive activities against self and others. Master basic running, jumping and throwing skills.	Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.
Year Two	Subject Rationale:	Skills:
Autumn: <u>Gymnastics</u>	Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity. Develop and perform simple sequences.	Describe and explain how performers can transition and link gymnastic elements Perform with control and consistency basic actions at different speeds and on different levels Challenge themselves to develop strength and flexibility Create and perform a simple sequence that is judged using simple gymnastic scoring.
<u>Dance</u>	Become increasingly competent and confident in fundamental basic agility balance and coordination in relation to dance activity. Develop and perform simple movement patterns.	Describe and explain how performers can transition and link shapes and balances Perform basic actions with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music.
Spring: <u>Attack, Defend & Shoot</u>	Develop eye to foot coordination. Participate in increasingly challenging games situations.	Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.
<u>Hit, Catch & Run</u>	Develop eye to hand coordination for hitting. Participate in striking and fielding game situations.	To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games.
Summer: <u>Send & Return</u>	Participate in modified net/wall games Combine isolated skills, e.g. moving towards a ball to make contact Compete against self and others to score points	Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using a variety of hand and racquet with some consistency Play modified net/wall games throwing, catching and sending over a net
<u>Run, Jump & Throw</u>	Develop agility in running Participate in competitions for running, jumping and throwing	Develop power, agility, coordination and balance over a variety of activities

		<p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p>
Year 3	Subject Rationale:	Skills:
Autumn: <u>Gymnastics</u>	<p>Devise simple sequences using compositional ideas</p> <p>Master basic movements including leaping, jumping, balancing and stretching</p> <p>Work collaboratively to adapt, change and improve individual sequence</p>	<p>Modify actions independently using different pathways, directions and shapes</p> <p>Consolidate and improve the quality of movements and gymnastics actions</p> <p>Relate strength and flexibility to the actions and movements they are performing</p> <p>To use basic compositional ideas to improve sequence work—unison.</p>
<u>Dance</u>	<p>Develop and perform simple routines</p> <p>Perform to an audience</p>	<p>Practise different sections of a dance aiming to put together a performance</p> <p>Perform using facial expressions</p> <p>Perform with a prop</p>
Spring: <u>Touch Rugby</u>	<p>Play in competitive games developing basic tactics</p> <p>Master basic movements including change of speed, throwing and catching</p> <p>Work collaboratively to use basic tactics for attack</p>	<p>Handle a rugby ball with confidence</p> <p>Evade attackers using footwork and body control</p> <p>Link skills to perform as a team in attack</p> <p>Use basic game principles of tag rugby and play within simpler rules</p>
<u>Tennis</u>	<p>Play in competitive games developing simple tactics</p> <p>Master basic movements including hitting, returning, moving to return</p> <p>Work collaboratively to use basic tactics</p>	<p>To identify and describe some rules of tennis.</p> <p>To serve to begin a game</p> <p>To explore forehand hitting</p>
Summer: <u>Cricket</u>	<p>Play in competitive games developing simple tactics.</p> <p>Master basic movements including running, throwing, catching and striking</p> <p>Work collaboratively to use basic tactics for batting and fielding</p>	<p>To be able to adhere to some of the basic rules of cricket</p> <p>To develop a range of skills to use in isolation and a competitive context</p> <p>To use basic skills with more consistency including striking a bowled ball</p>
<u>Football</u>	<p>Play in competitive games using basic attacking principles.</p> <p>Master basic movements including sprinting, change of direction and coordination of the feet.</p> <p>Work collaboratively to use basic tactics to attack.</p>	<p>Able to show basic control skills including sending and receiving the ball.</p> <p>To send the ball with some accuracy to maintain possession and build attacking play.</p> <p>To implement the basic rules of football.</p>

Year Four	Subject Rationale	Skills:
Autumn: <u>Gymnastics</u>	Develop strength and stamina through sustained periods of vigorous activity Practice and implement runs, leaps, jumps and locomotion in more complex sequences Work collaboratively to perform with a partner	To become increasingly competent and confident to perform skills more consistently Able to perform in time with a partner and group Use compositional ideas in sequences such as changes in height, speed and direction
<u>Dance</u>	Perform routines to audiences Perform using a range of movement patterns and set phrases Work collaboratively in groups	Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a group with a set starting position
Spring: <u>Touch Rugby</u>	Developing stamina and speed in competitive games Practice and use running and dynamic balance in games Work as a team to use basic defending and attacking tactics in games	To consistently perform basic tag rugby skills Implement rules and develop tactics in competitive situations To increase speed and build endurance during gameplay
<u>Rounders</u>	Play in competitive games developing stamina and endurance Practice and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics and strategies for batting and fielding	To develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context Identify different positions in rounders and the roles of those positions
Summer: <u>Cricket</u>	Play in competitive games developing stamina and endurance Practice and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics and strategies for batting and fielding	To develop the range of Cricket skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context Consolidate existing skills and apply with consistency
<u>Handball</u>	Play in competitive games developing stamina and endurance Practise and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics for defending and attacking	Develop 3 step rule incorporating bounce. Defend and stop attacks by blocking and intercepting Pass and move with the ball to set up attacks Demonstrate and implement the rules of handball
Year Five	Subject Rationale	Skills
Autumn: <u>Gymnastics</u>	Work collaboratively with a partner to perform Compare performance with previous performances Develop flexibility, balance, strength and control	Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group Compare performances and judge strengths and areas for improvement

		Select a component for improvement. For example—timing or flow
<u>Dance</u>	Perform routines to audiences Perform in a variety of dance styles Work collaboratively in groups	Perform different styles of dance fluently and clearly Refine & improve dances adapting them to include the use of space rhythm & expression Worked collaboratively in groups to compose simple dances Recognise and comment on dances suggesting ideas for improvement
Spring: <u>Touch Rugby</u>	Able to recognise where improvements could be made in their work Develop, select and combine more complex skills in competitive environments Play in games developing strength and technique	To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance
<u>Tennis</u>	Play competitively against others and work together with others Work hard to challenge self to improve the consistency of shots including newly learnt shots Implement basic tactics in gameplay	Introduce Volley shots and Overhead shots Apply new shots into game situations Play with others to score and defend points in competitive games Further, explore Tennis service rules
Summer: <u>Cricket</u>	Play in competitive games developing power, flexibility and cardiovascular endurance Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations	Link together a range of skills and use in combination Collaborate with a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance
<u>Football</u>	Play in competitive games developing strength and technique Able to recognise where improvements could be made in their work Select and combine more complex skills in game situations	To play effectively in a variety of positions and formations on the pitch Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed
Topics	Year Six	Skills
Autumn: <u>Gymnastics</u>	Work collaboratively with a partner and in small groups to perform Compare performance with previous performances and demonstrate improvement to achieve personal best Develop flexibility, balance, strength, and control	Lead group warm-up showing understanding of the need for strength and flexibility Demonstrate accuracy, consistency, and clarity of movement Work independently and in small groups to make up own sequences

		<p>Arrange own apparatus to enhance work and vary compositional ideas</p> <p>Experience flight on and off of high apparatus</p>
<u>Dance</u>	<p>Work collaboratively with a partner and in small groups to perform more complex dances</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best</p> <p>Develop flexibility, balance, strength and control in a range of dances</p>	<p>Work collaboratively to include more complex compositional ideas</p> <p>Develop motifs and incorporate into self-composed dances as individuals, pairs & groups</p> <p>Talk about different styles of dance with understanding, using appropriate language & terminology</p>
Spring: <u>Touch Rugby</u>	<p>Play in competitive games developing fluency in skills and techniques</p> <p>Working as a team implementing attacking and defending tactics</p> <p>Compare team performances against other team performance</p>	<p>Choose and implement a range of strategies and tactics to attack and defend</p> <p>Combine and perform more complex skills at speed</p> <p>Observe, analyse and recognise good individual and team performances</p> <p>Suggest, plan and lead a warm-up as a small group</p>
<u>Rounders</u>	<p>Play in competitive games developing fluency in skills and techniques</p> <p>Work in collaboration to apply defensive and attacking tactics</p> <p>Compare team performance against other team performances</p>	<p>Apply rounders rules consistently in conditioned games</p> <p>Play small sided games using standard rounders pitch layout</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p>
Summer: <u>Cricket</u>	<p>Play in competitive games developing fluency in skills and techniques</p> <p>Work in collaboration to apply defensive and attacking tactics</p> <p>Compare team performance against other team performances</p>	<p>Apply with consistency standard cricket rules in a variety of different styles of games</p> <p>Attempt a small range of recognised shots in isolation and in competitive scenarios</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p>
<u>Handball</u>	<p>Play in competitive games developing fluency in skills and techniques</p> <p>Work in collaboration to play using different tactics</p> <p>Compare the team's performance against others</p>	<p>Work as a team to improve group tactics and gameplay</p> <p>Play within the rules using screening to break down offensive play</p> <p>Develop defensive skills</p>